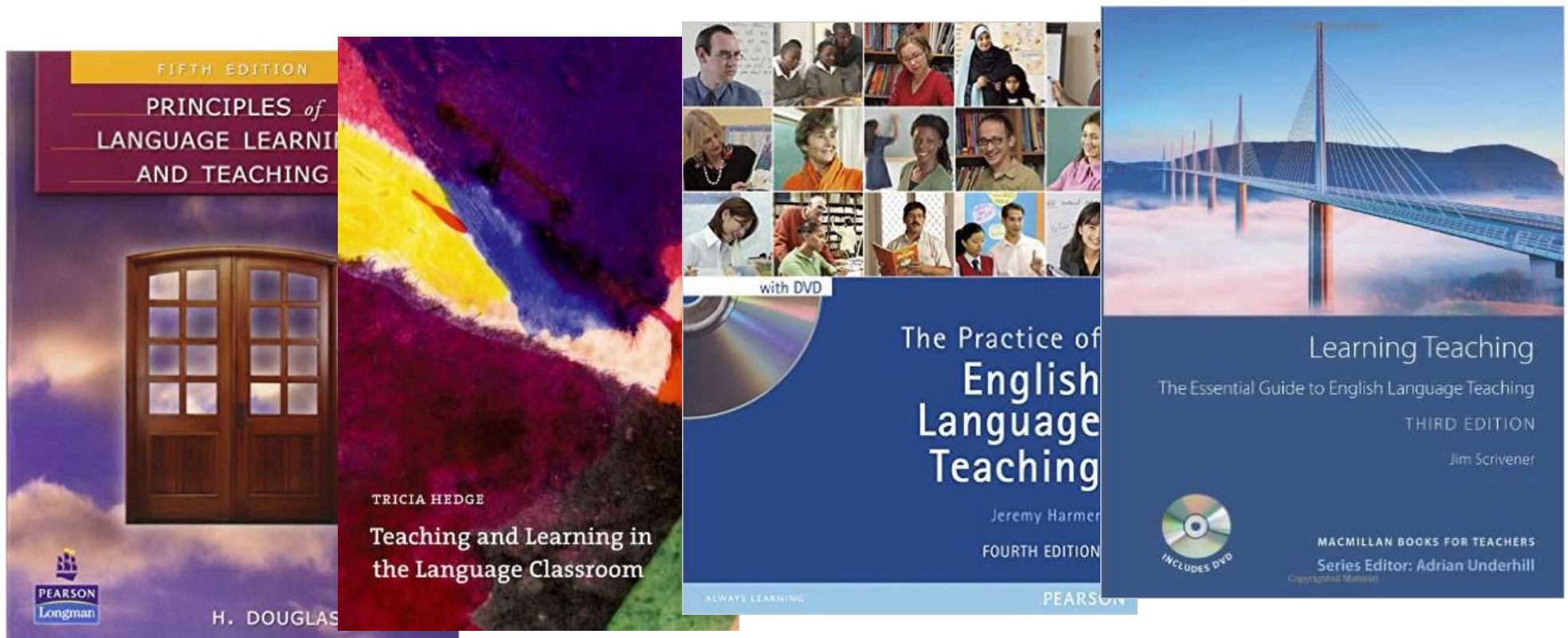


Homework, out-of-class learning activities, and ELT pedagogy

Presented by Ben Hoyt
ETAS 2016 Annual Conference
Zurich, Switzerland



NO REFERENCE TO HOMEWORK!





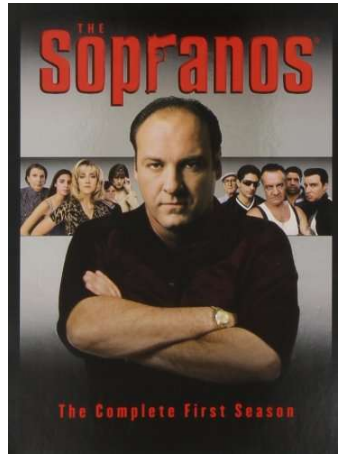
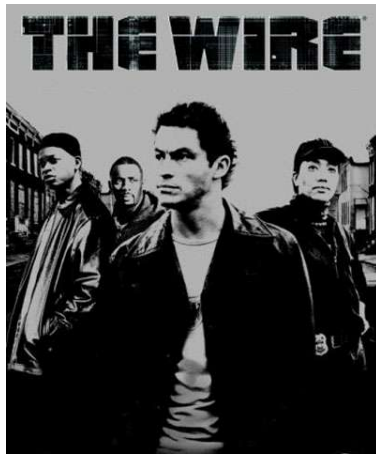
Overview

1. Background
2. Survey highlights
3. Conclusions

Background

The brother-in-law

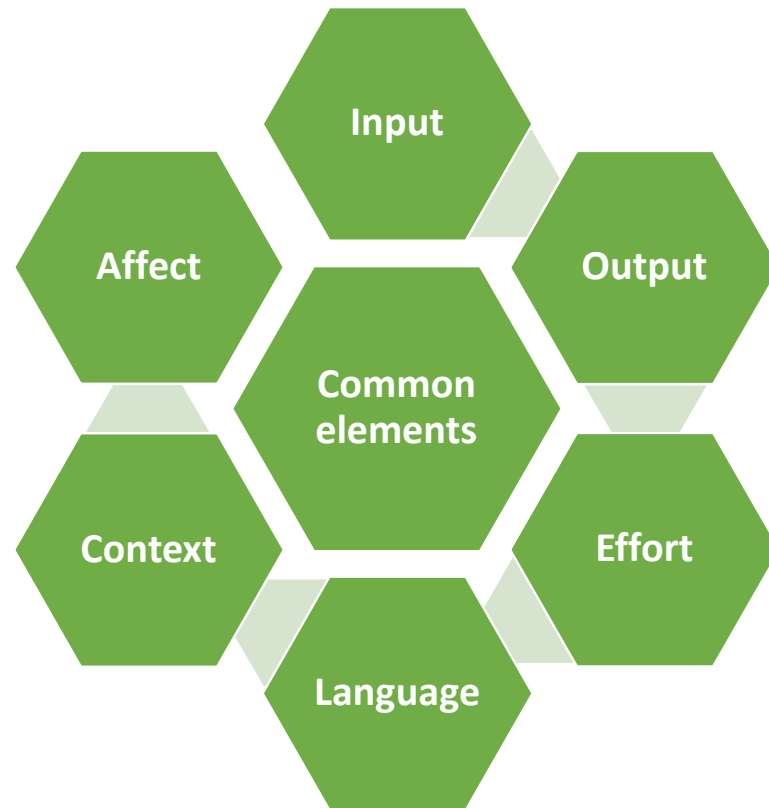
How did he do it?



Can I really recommend this for my students?

How can I research homework?

What is ELT methodology?

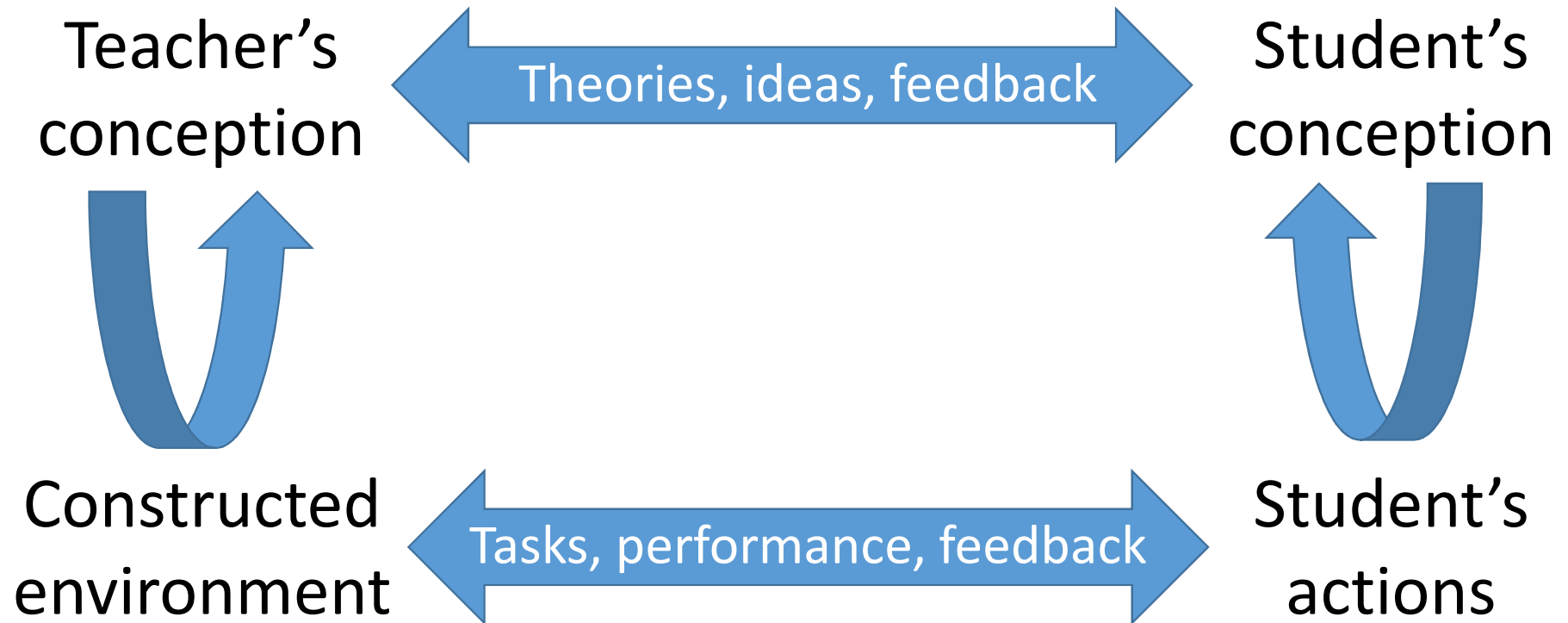


The role of the learner

Autonomous learning



Conversational Framework









Survey highlights

Demographics

459
responses

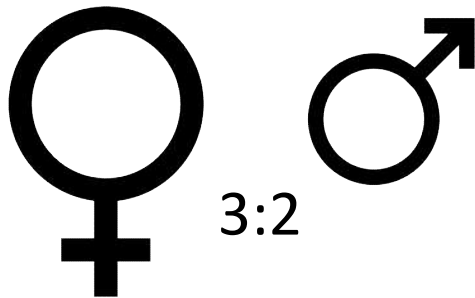


48%



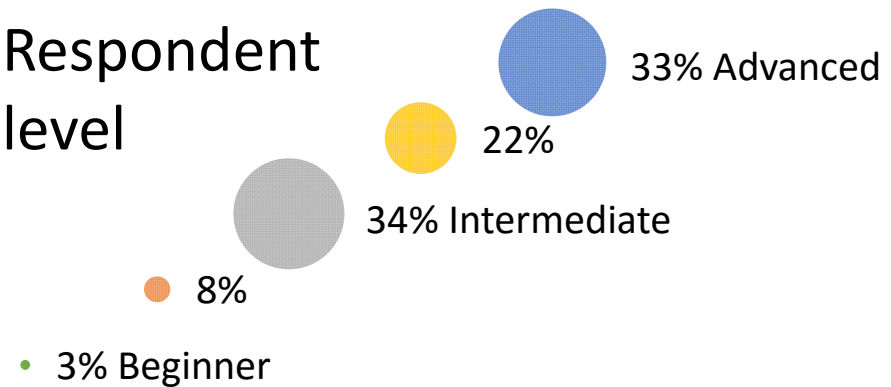
35%

27%

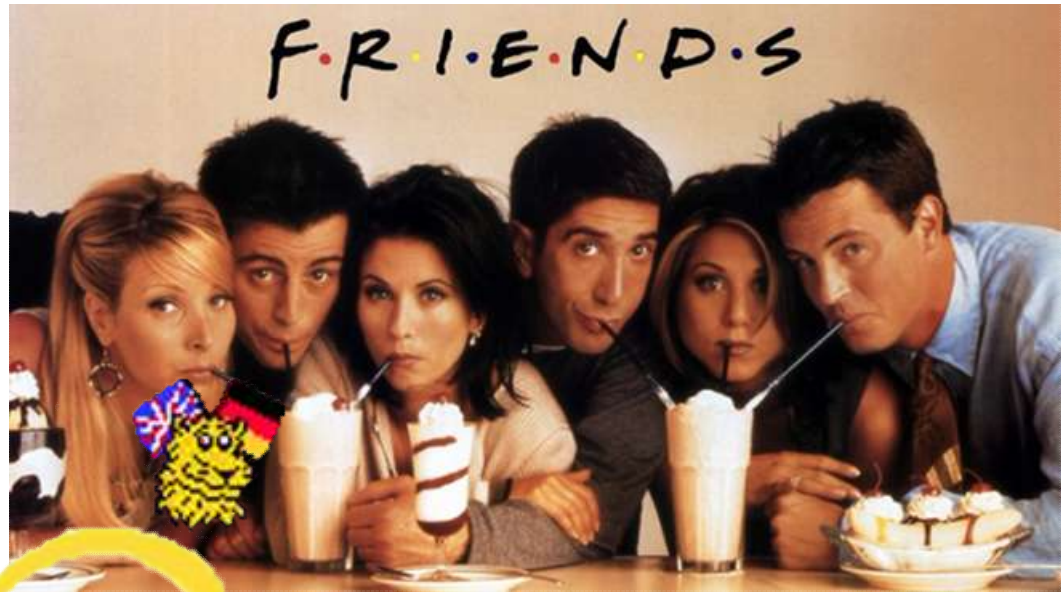


3:2

Respondent
level

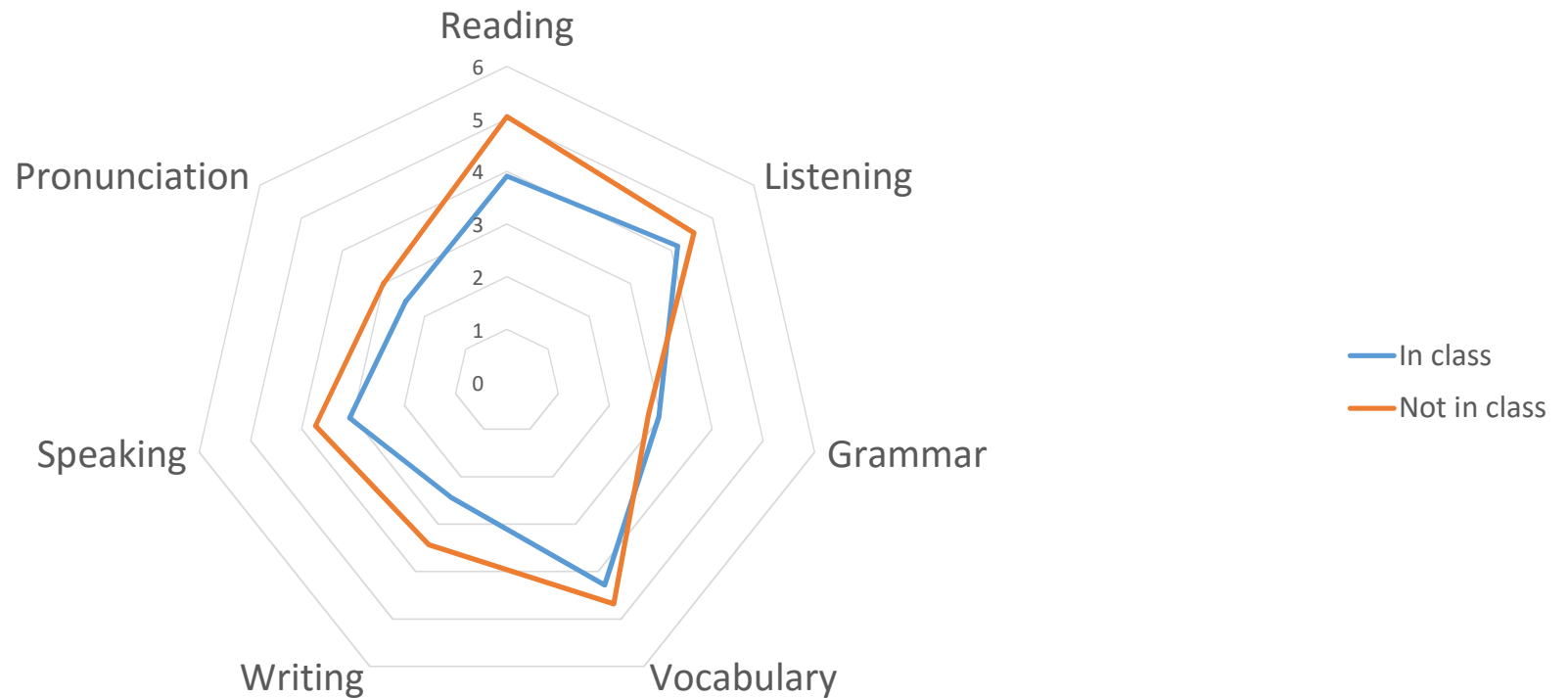


Most popular activities

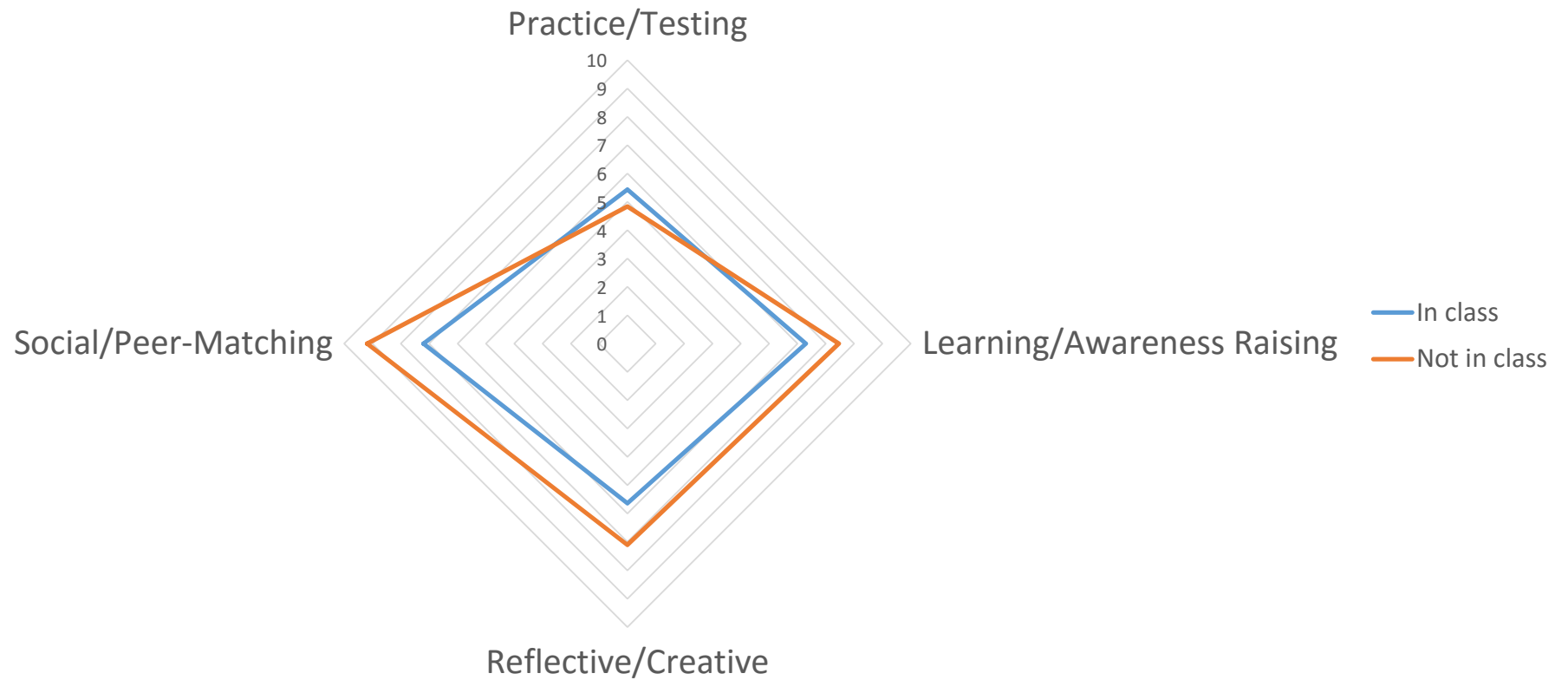


KFO

Learners in and not in a class



Learners in and not in a class



Discussion questions

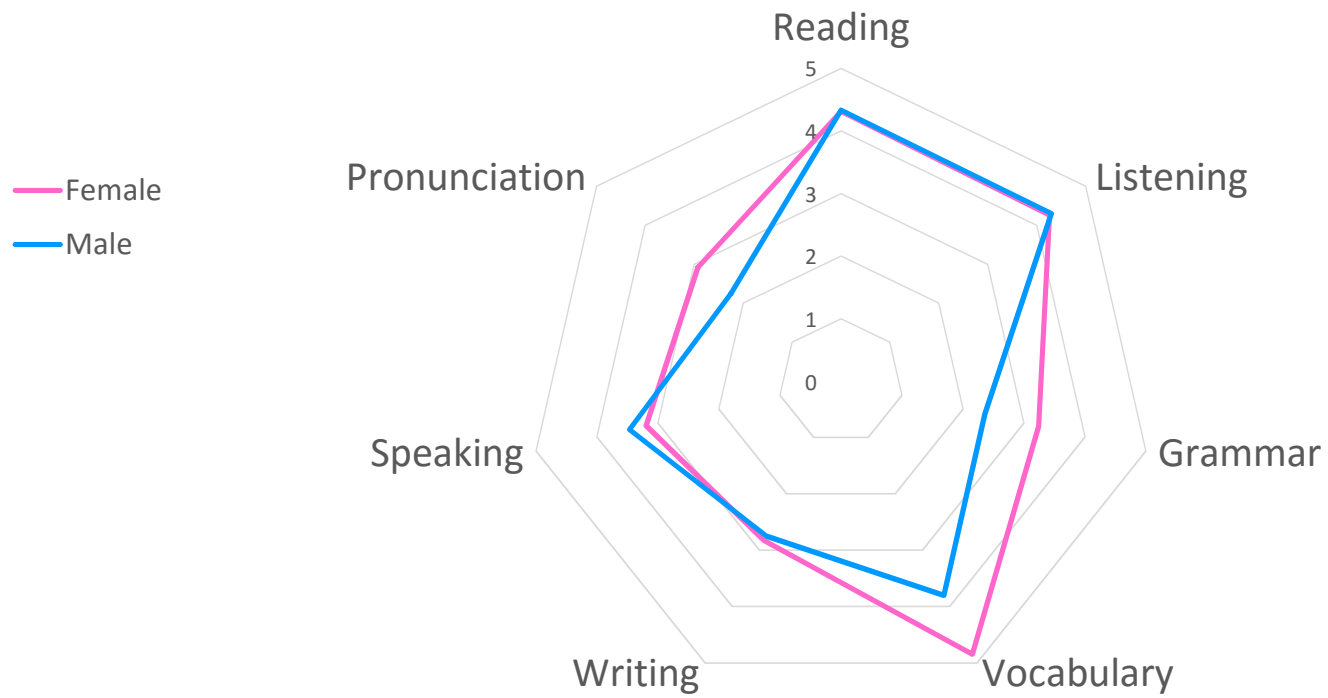
Why might students in a class do more grammar activities in their free time than students who aren't in a class?

Is this a good thing or a bad thing?

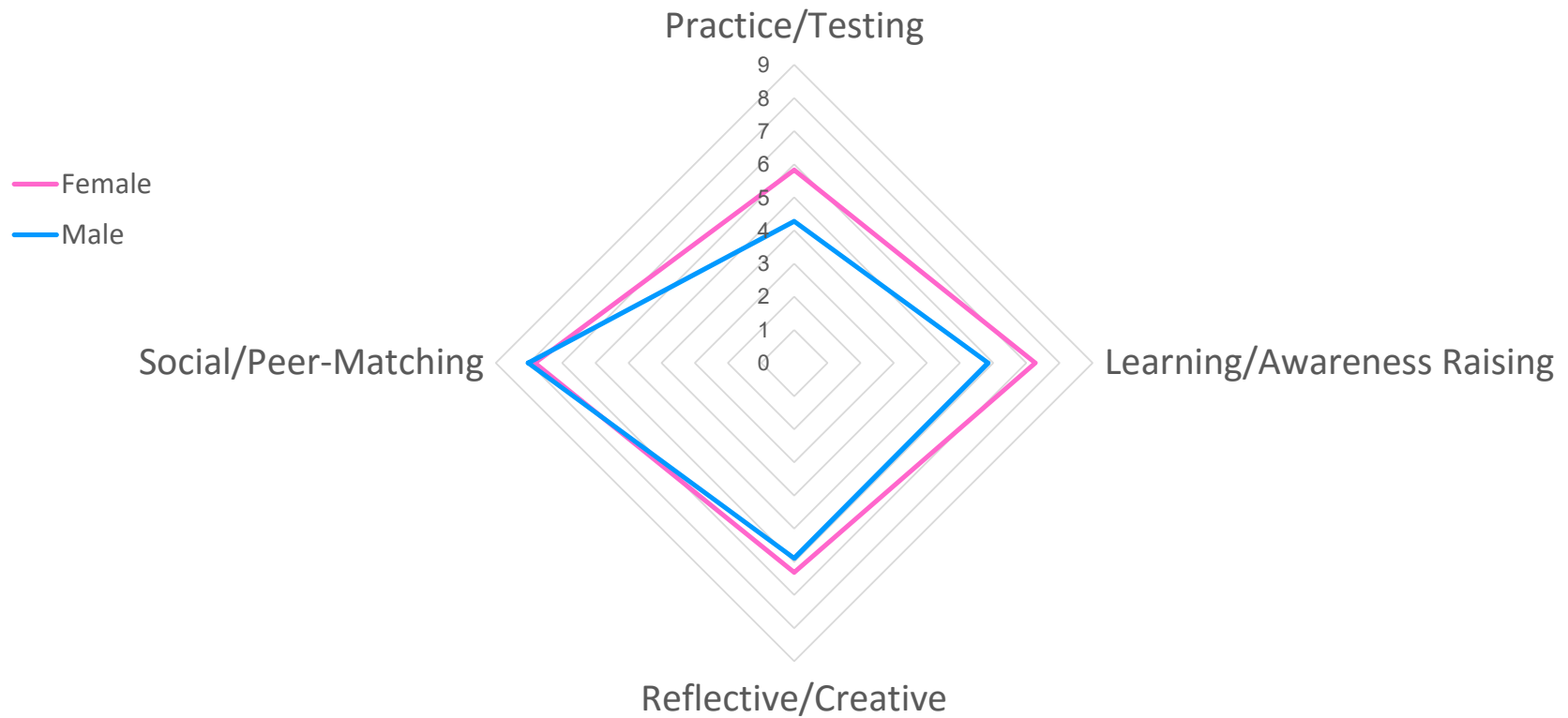
When should we encourage this?



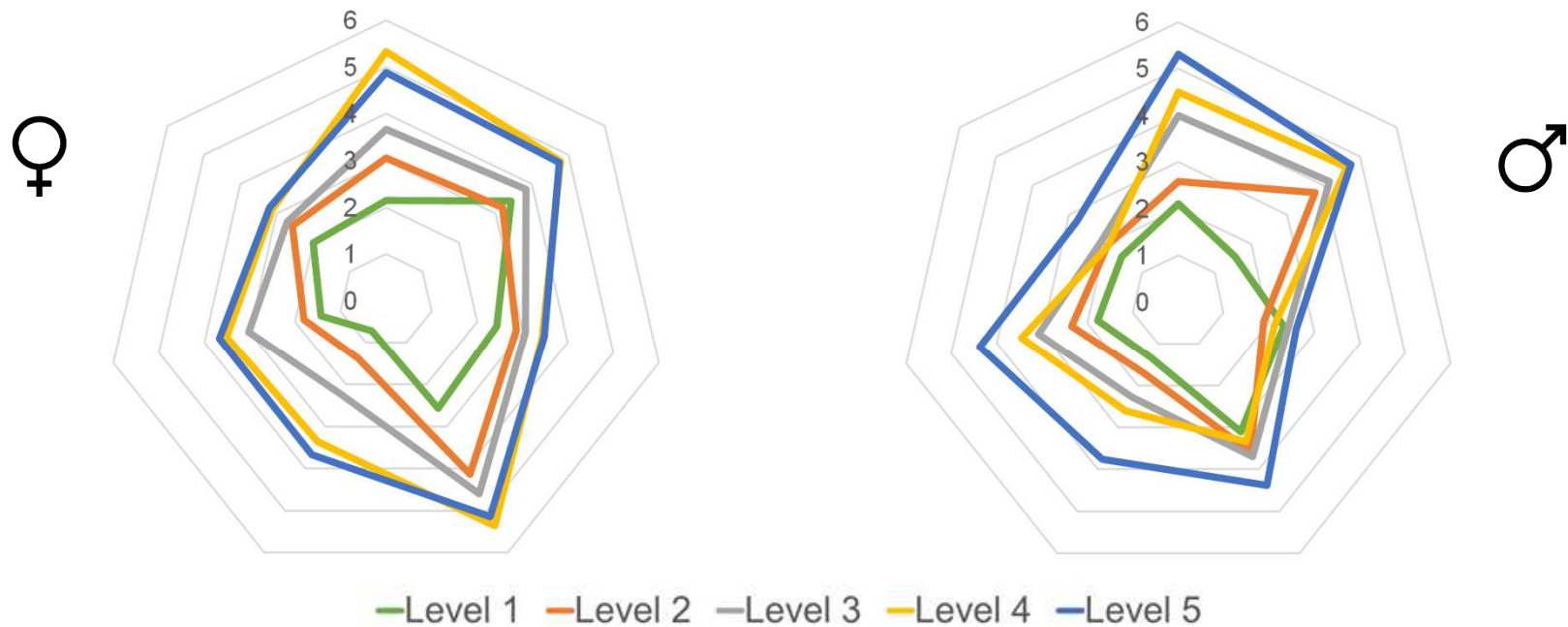
Gender differences



Gender differences



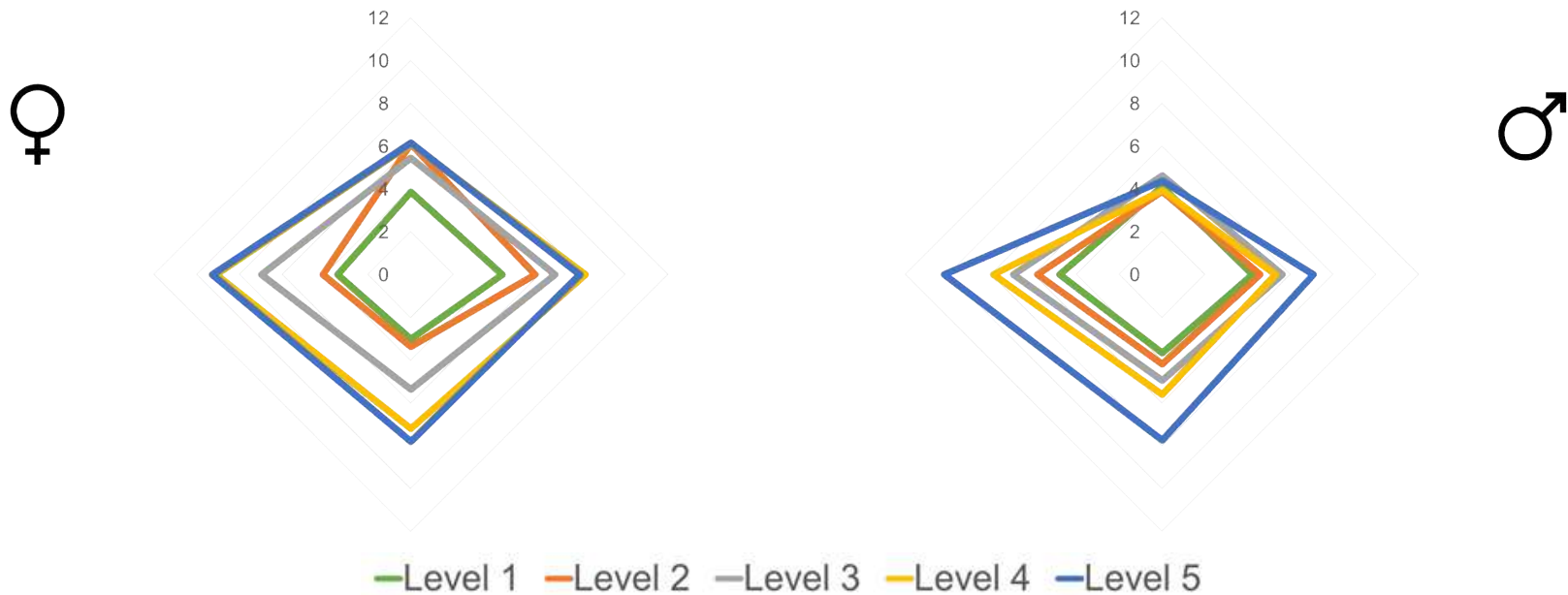
Gender differences



Clockwise from top:

Reading, Listening, Grammar, Vocabulary, Writing, Speaking, Pronunciation

Gender differences



Clockwise from top:

Practice/Testing, Learning/Awareness Raising, Reflective/Creative, Social/Peer-Matching

Do these activities help?

Have you learned more from independent activities or from class?

42%

I've learned
more from
class

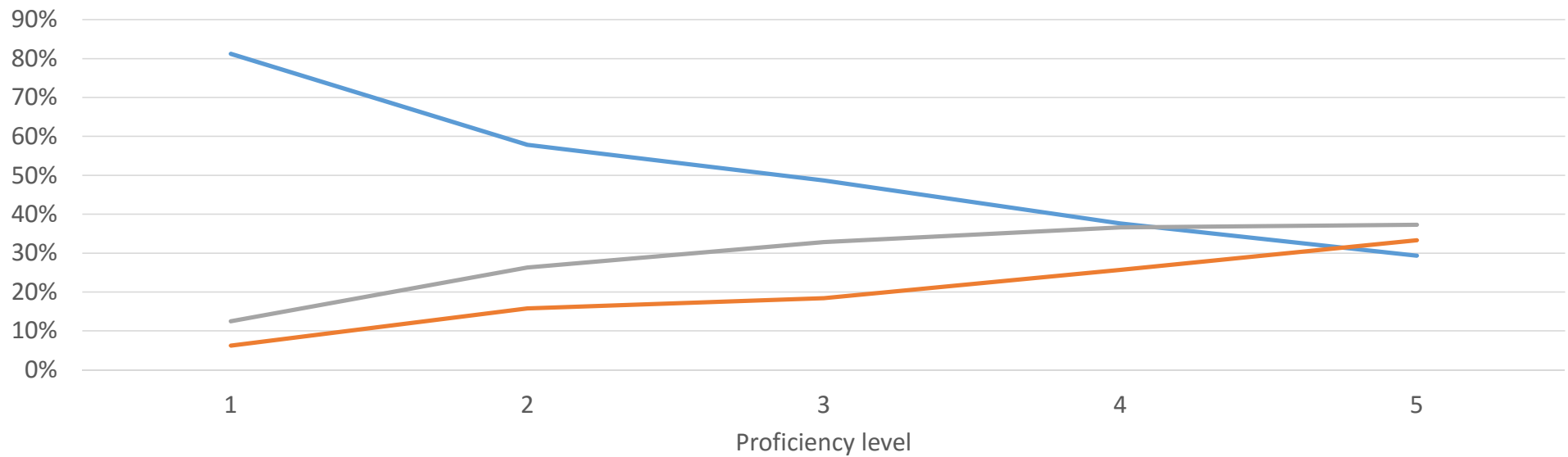
24%

I've learned
more from
independent
activities

34%

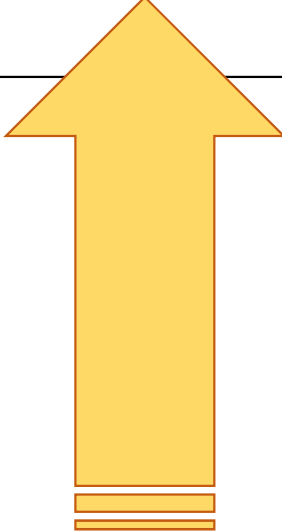
I think I've
learned the
same from
each

Do these activities help?

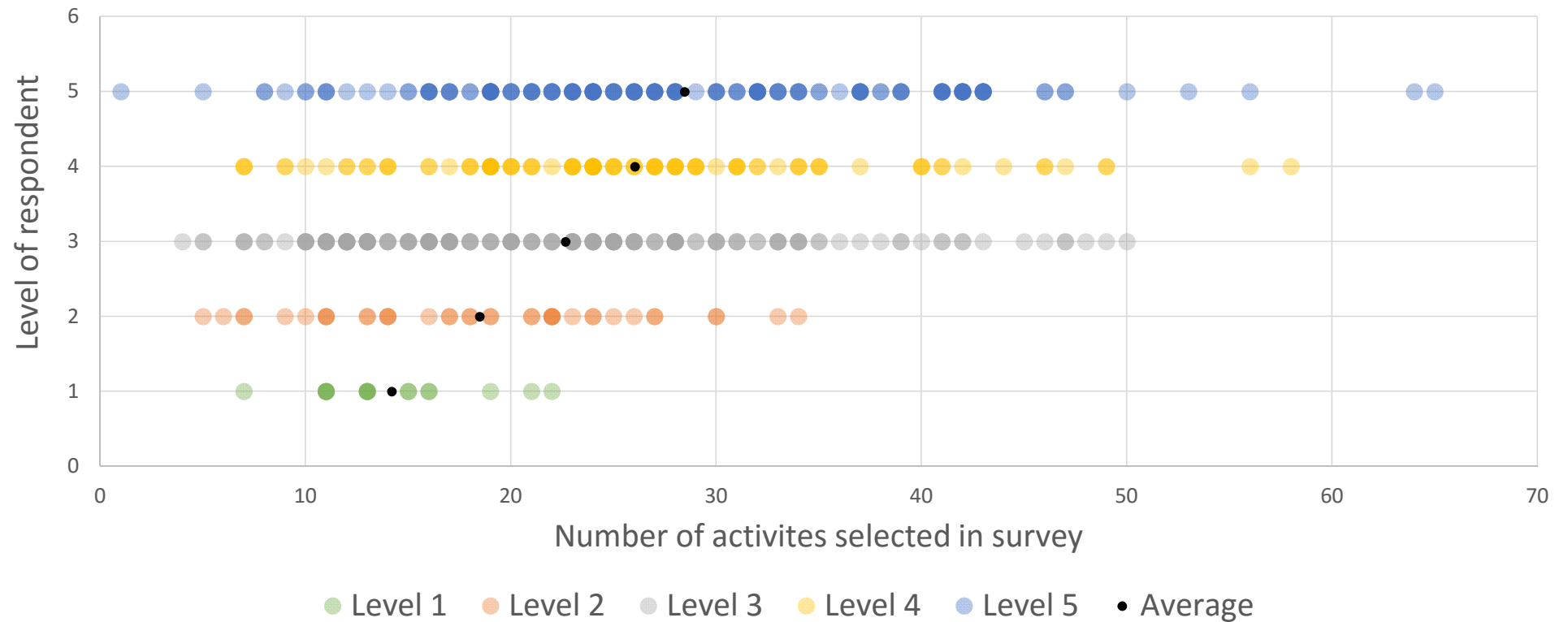


- I've learned more from class.
- I've learned more from independent activities.
- I don't know. I think I've learned the same from each.

Do these activities help?

Activities	Level		Level	Activities
41-50	4.27		5	28.45
31-40	4.11		4	26.04
21-30	3.79		3	22.65
11-20	3.33		2	18.47
1-10	3.35		1	14.19

Do these activities help?



Do these activities help?

Have independent activities helped you learn English?

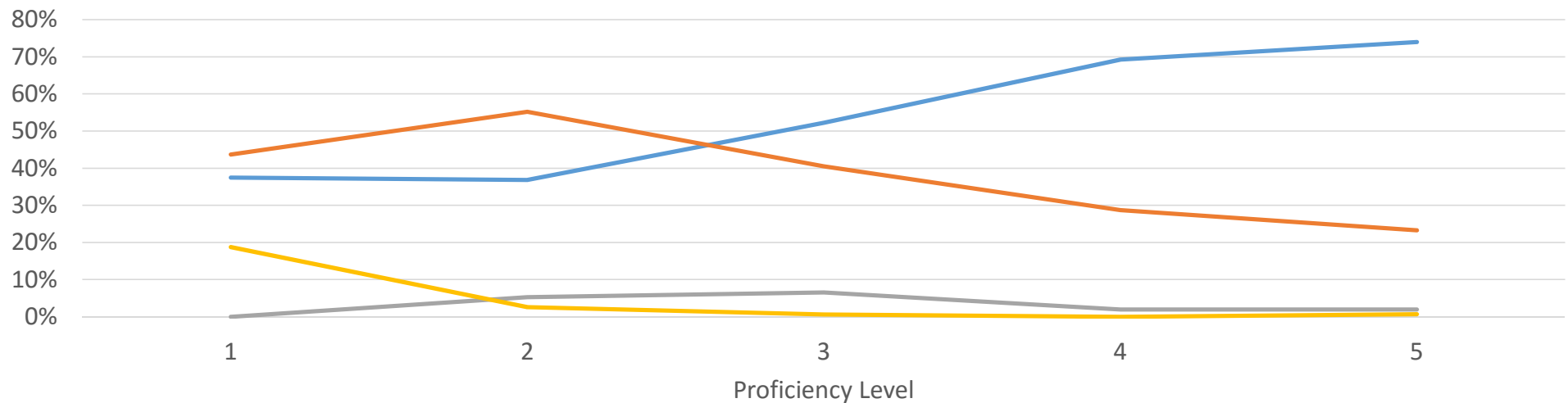
61%

Yes, they
help a lot.

34%

Yes, they
help a little.

Do these activities help?



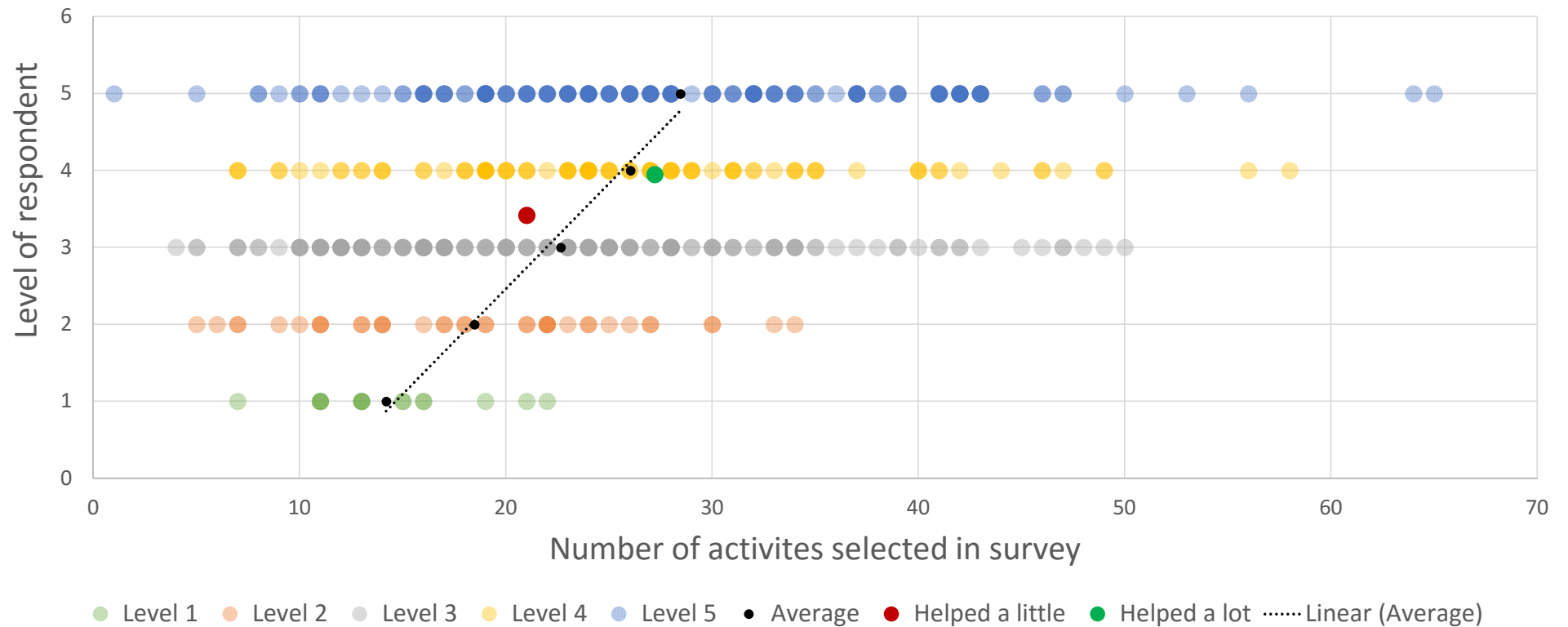
— Yes, they help a lot.

— Yes, they help a little.

— They are fun, but I don't think they help very much.

— No, I don't think they help at all.

Do these activities help?



What did the learners say?

Learners want:

- the answers
- to discuss independent activities with teachers
- recommendations
- assessment

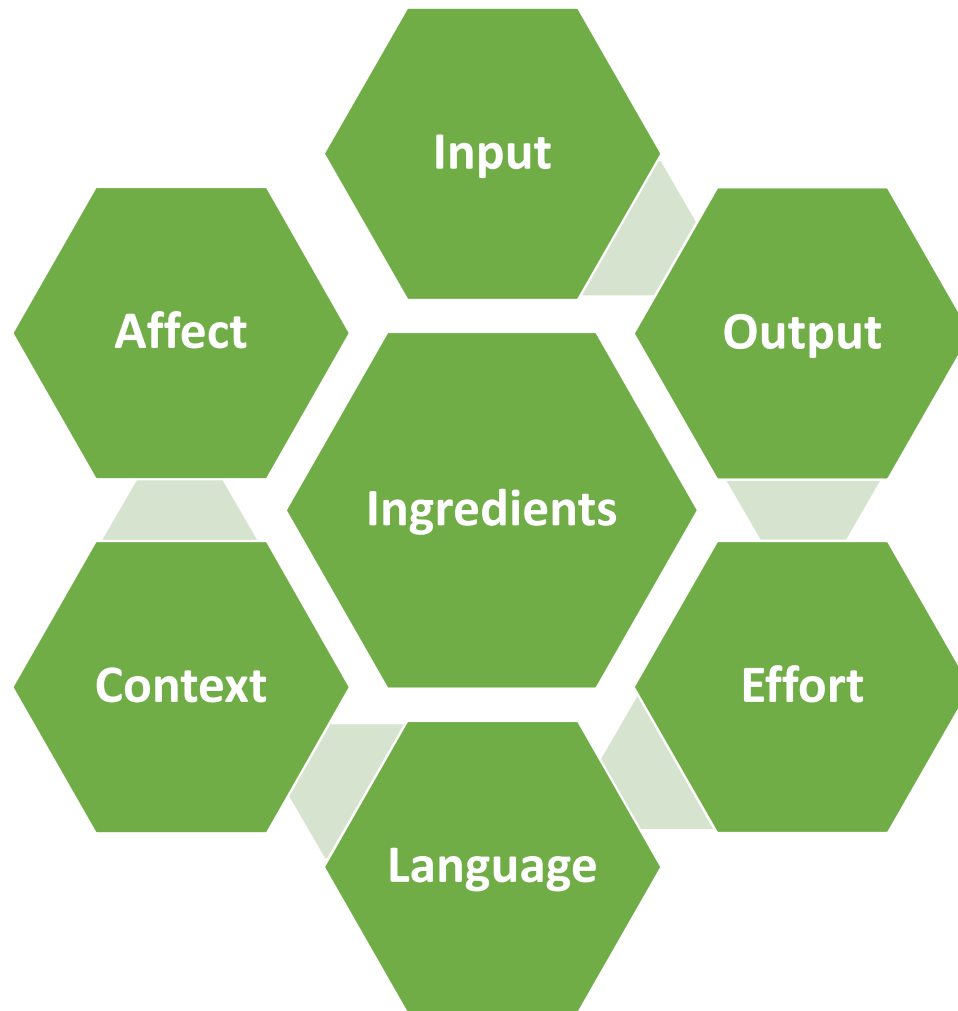
Learners need:

- a system

81%

Have no system

Conclusions



Input

- ❖ Give them more

- ❖ Make it easy

- ❖ Use technology that works for you

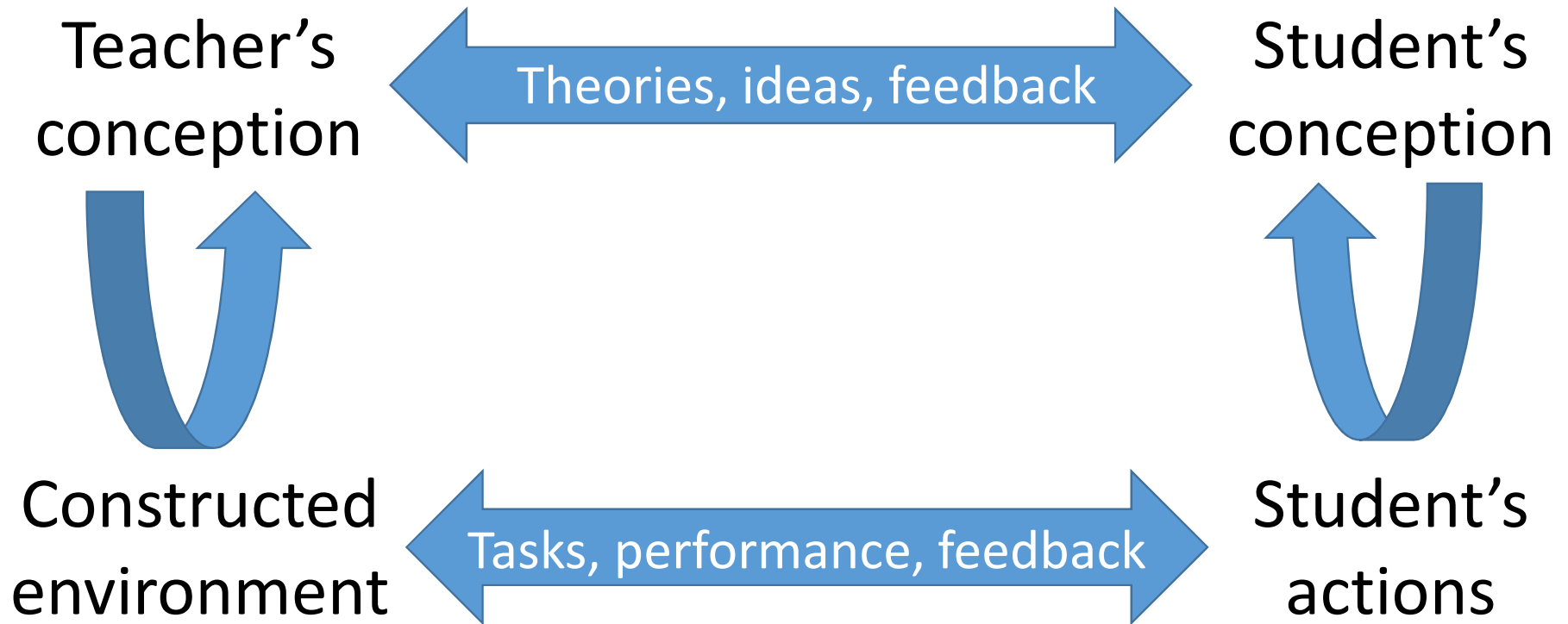
Output and effort

- ❖ Praise effort

- ❖ Bring their activities in

- ❖ Facilitate sharing

Output and effort



Context

*“**What might have mattered more to the quality of the out-of-class learning experiences** was not whether the participants participated in a variety of English language learning activities outside their classroom, but **whether the activities complemented the class activities** by being more meaning focused and served a wide range of sociopsychological needs in language learning”.*

- Lai, C., Zhu, W. and Gong, G. (2014) Understanding the Quality of Out-of-Class English Learning. TESOL Quarterly

Affect

- ❖ Encourage variety and positive thinking.

"I just try to do what I feel like doing at that moment. For example, if I feel either too lazy or tired to study grammar rules, compose a writing or that sort of heavy things when practising a language, I do something that can keep my attention like watching series or reading something that is of interest to me."

"From my own experience, this system is working well since it allows me not to view studying English as a chore, but as something enjoyable."



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Bon appétit!

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Download the slides and the dissertation with complete references from:

<http://benteachesenglish.com/ETAS2016>